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GLOBAL ISSUES AND VALUES IN FOREIGN LANGUAGE EDUCATION: SELECTION AND AWARENESS-RAISING

Nadezhda Yakovchuk

Introduction

The global education trend has recently been gaining in significance in education systems throughout the world. This paper discusses a number of issues regarding the possibility of incorporating a global perspective into foreign language education, and considering also some of the implications of this for language teacher education

Firstly, I shall describe my former teaching context – a pre-service foreign language teacher training course at the Belarusian State Pedagogical University in Minsk, Belarus. Then, I shall briefly discuss the concept of global education and its particular relevance to foreign language teaching, focusing on global issues and values as ways of incorporating a global perspective into foreign language education. Next, I shall report on and discuss the findings of my 2001 study of EFL teachers' attitudes to certain aspects of the incorporation of a global perspective into foreign language education.

My study investigated the attitudes of English language teachers from a wide variety of cultural backgrounds. In carrying out this research I hoped to gain a range of ideas from teachers across a range of nationalities which might help in incorporating a global perspective in my own teaching context. I therefore begin with a description of this context, in the next section.

Contextual Considerations

The Republic of Belarus is a newly independent state that was formed as a result of the dissolution of the former USSR. It is a co-founder and a member of the Commonwealth of Independent States (CIS). At the present time, Belarus is in a period of transition. It is suffering considerable economic and socio-political difficulties, along with gradual development and slow improvement. Lengthy periods of devastation in the past and the instability and insecurity of the current situation do not seem favourable conditions for the renaissance of the Belarusian nation, which is bound to take a long time. The revival of Belarus as a nation, the development of the national identity, and raising awareness

and appreciation of our own culture have come to be seen as burning issues since the country gained independence in 1991.

One of the priorities of the present government is that of education. Although this sphere cannot gain sufficient funding from the state due to the budget deficit, education has recently undergone many major, as well as minor changes in terms of opening up to modern trends and ideas and developing a new understanding of the educational process. Ideally, this process should lead to educating people with modern, world-conscious minds, and the knowledge, skills and attitudes necessary for playing an active and creative role in our changing society. Global education, therefore, can be seen as a prime educational resource for fostering the transition of Belarus to a wider world outlook in the process of increasing globalisation.

As mentioned above, I was involved in the past in the five-year pre-service teacher training course at the Belarusian State Pedagogical University in Minsk, Belarus. This course is a relatively recent development at our university, and it enables students to gain expertise in two areas: the major area – foreign language teaching, and the additional area of Belarusian language and literature teaching. This combination seems to me to reflect the current historical necessity for the country as a whole to develop a deeper understanding, on the one hand, of foreign languages and cultures (leading to a global awareness – awareness of world issues) and, on the other, of Belarusian culture (leading to a greater national awareness and promotion of national identity). As an English teacher on this course, I came to feel that bringing a global perspective into foreign language lessons in such a context might help to broaden students' horizons, while the focus on the native language and culture could encourage them to deal with world issues from a local perspective. This kind of perspective could help to bridge the gaps and balance the dilemmas involved in foreign–local, global–national dichotomies.

Most of our students were planning to pursue their major area of study – foreign language teaching – as their future field of work. Hence, it seemed to me that being trained in both a foreign and a native language and culture, they would, ideally, be able to raise their students' global awareness while building up an appreciation of and respect for our native context at the same time. This assumption matches the view of Brooks (1971, cited in Stern 1992: 236), who observes that 'understanding and appreciating the view of life held by another nation' opens up 'a deeper insight into our own'. Similar ideas have been voiced by other educators (including Prodromou 1988; Adaskou et. al.

1990; Kordes 1990; Hausemann 1994; Kramer 1994; Risager 1998; and Garbey-Savigne 1999).

For the above reasons, introducing a global perspective into foreign language education in our teaching context seemed vital. One of the possible practical ways of doing this could be using global issues as the 'subject matter' for the language classroom. This would gradually raise teacher trainees' awareness of the importance of global education and fits in well with current trends towards content-based instruction in foreign language teaching methodology, some of the advocates of which, especially in connection with global issues teaching, are Met (1991), Prodromou (1992), Crandal (1993), Swenson and Cline (1993), and Cates (1997, 2000).

Although in our context, teachers have, in some measure, already addressed the need to teach globally, the problems of the choice of content, the direction of discussions, and generally insufficient experience and awareness of teachers themselves still remain. Therefore, my first two research questions for the investigation reported here concerned how global issues and global values should be selected within foreign language teaching.

Moreover, I assumed that one of the ways of raising teachers' and teacher trainees' awareness of global education could be by distributing questionnaires which ask about their ideas and attitudes to incorporating a global perspective into foreign language teaching, and which also contain some degree of theoretical input. This led me to the third research question, namely whether reflection on questions regarding global issues and values by teachers and teacher trainees can raise their awareness of the importance of global education within foreign language teaching.

In the following three sections, the global education approach and related concepts, including global issues and global values, are discussed in more detail.

Global Education and Foreign Language Teaching

The global education approach first emerged in the 1970s and 1980s from new ideas in the field of social studies and education. Originally the concept of 'global education' was influenced by the political and economic priorities of the USA during that period of time. Later, however, this concept began to reflect a more humanistic perspective, aiming to promote 'the knowledge, attitudes and skills relevant to living responsibly in a multicultural, interdependent world' (Fisher and Hicks 1985, cited in Cates 2000: 241). According to Tye and Knip (1991: 47), global education 'involves learning about those

problems and issues which cut across national boundaries and about the interconnectedness of systems – cultural, ecological, economic, political, and technological’. Although the ways of understanding global education vary, the importance of the social context in determining the goals of global education still remains an essential feature of different approaches to defining the field.

Cates (2000) divides the goals of global education into the four domains of knowledge, skills, attitudes and action:

knowledge about world countries and cultures, and about global problems, their causes and solutions;

skills of critical thinking, co-operative problem solving, conflict resolution, and seeing issues from multiple perspectives;

attitudes of global awareness, cultural appreciation, respect for diversity, and empathy;

action: the final aim of global learning is to have students ‘think globally and act locally.

(Cates 2000:241)

As an approach to foreign language teaching, global education might aim at ‘enabling students to effectively acquire and use a foreign language while empowering them with the knowledge, skills and commitment required by world citizens for the solution of global problems’ (Cates 1990: 3, cited in Cates 2000: 242). On the whole, a strong claim that the foreign language classroom is the right place for global education has been voiced by different educators (Starkey 1988, 2000; Button 1989; Maley 1992, cited in Cates 2000; Mark 1993; Dyer and Bushell 1996; Cates 2000; Jacobs and Goatly 2000). For example, Dyer and Bushell (1996: 2) claim that ‘students should be encouraged to use their English to clarify and express their values, to think and speak critically about world issues, and to judge and synthesise other perspectives’. The foreign language classroom is essentially a meeting point between at least two (but in fact more) languages and cultures, and this is already a step towards a global perspective.

In the literature, one can find numerous practical examples of attempts to introduce global education into the foreign language classroom. For instance, Sargent (1993) discusses how dealing with conflict resolution as an important component of peace studies may help students to improve their communicative language skills. Yoshimura

(1993) shows how global issues can be introduced to children at a beginner's level. Hinkelman (1993) describes how taking English language learners on overseas study tours can promote both global awareness and language acquisition. Henry (1993), meanwhile, describes a 'Model United Nations' simulation for Japanese high school students. Anderson (1996) gives some general guidelines on 'injecting' global ideas into the foreign language classroom.

Global Issues

As stated by Cates (2000: 241), a global education approach in foreign language teaching involves 'integrating a global perspective into classroom instruction through a focus on international themes, lessons built around *global issues*, classroom activities linking students to the wider world and concepts such as social responsibility and world citizenship' (emphasis added). The notion of 'global issue' has been continuously mentioned in the literature. Global issues have been referred to as 'issues of global significance' (Anderson 1996: 1), or as 'problems in the world' (Mark 1993). According to Pike and Selby (1988: 22), a global issue is 'a contemporary phenomenon affecting the lives of people and/or the health of the planet in a harmful or potentially harmful way'. This definition guides my discussion in this paper.

In the literature, there seems to be no common agreement as to which issues can be considered *global*. However, on the basis of the classifications proposed by Mark (1993), Swenson and Cline (1993), and Yoshimura (1993), I would suggest that global issues can be divided into the following seven groups:

Environmental issues: pollution, deforestation, endangered animals, global warming, recycling, natural disasters, etc.

Peace education issues: wars, nuclear arms race, refugees, etc.

Human rights issues: racism, gender issues, children's rights, etc.

Intercultural communication issues: cultural issues, global citizenship vs. national identity, multiculturalism, etc.

Socio-economic issues: poverty, wealth, consumer society, advertising, etc.

Health concerns: drugs, AIDS, etc.

Linguistic imperialism.

Classifying global issues into a number of sub-groups does not, of course, solve the

problem of which global issues to include in the syllabus in a particular teaching context. This seems to be one of the most salient problems one encounters when starting on the path of 'global' foreign language teaching. A sampling of the literature in the field demonstrates that 'what to include is one of the most challenging yet rewarding areas of planning' (Anderson 1996: 1). The question of *how* to select global issues in foreign language teaching has not yet been considered in detail, however, and is therefore one of the research questions in my study.

Global Values

Dyer and Bushell (1996: 2) argue that 'along with knowledge, the goals of global education increasingly emphasise *values and attitudes*' (emphasis added). Similarly, Cates (1997: 2) states that some educators show a significant concern with the moral dimension of English teaching and 'the need for an approach to language education which aims at fostering a sense of social responsibility in students'. Although mentioned in the literature, the importance of a moral dimension of foreign language teaching does not seem to have gained sufficient attention so far. Moreover, little if anything has been written about the teaching of what might be termed 'global values' in the foreign language classroom. The discussion of and research into global values in the present paper represents my own exploratory attempt to justify the importance of values education within the global perspective in foreign language teaching.

While education in general is expected to 'equip' people with some basic values of responsibility, safety, kindness, and so on, the prerogative of *global* education might be seen to be to facilitate the formation of *global* values within the values system of each individual. I shall define a 'global value' as *a goal or standard vital for living in the interdependent world*. Such goals or standards might include justice, freedom, peace, dignity, equality, rights, democracy, social responsibility, tolerance, independence, environmentalism, multiculturalism, anti-consumerism, and so on. Such values provide an opportunity for mutual understanding and effective cooperation between different nations / countries / societies in an interdependent world.

Once the formation of global values has been accepted as one of the goals of global education, the problem of which values can be classified as global and which should be promoted within global education immediately arises. Therefore, the question of *how* to select global values in foreign language teaching was constituted as another research question in my study.

Research Methodology

The participants in my study were twenty-two qualified English language teachers doing their MA in ELT course at CELTE (Centre for English Language Teacher Education), University of Warwick, UK, during the academic year 2000-2001. The participants came from a wide variety of countries: Bangladesh, Brazil, China, England, Germany, Greece, Hong Kong, Japan, Jordan, Mexico, South Korea, Taiwan, Thailand and Turkey. They had different levels of English teaching experience, ranging from zero to twenty years of teaching. It was assumed that the fact that the participants came from different cultural backgrounds and different English language teaching contexts would provide a rich variety of valuable comments and ideas.

The research questions and sub-questions were as follows:

1. How should the choice of which global issues to consider in foreign language teaching be made?
 - 1.1. According to what criteria should the global issues be selected?
 - 1.2. By whom should they be selected?
2. How should the choice of which global values to promote within a global approach to foreign language teaching be made?
 - 2.1. According to what criteria should the global values be selected?
 - 2.2. By whom should they be selected?
3. Can consideration of the above questions by teachers and teacher trainees raise their awareness of (the importance of) global education within foreign language teaching?

The participants were asked to complete a questionnaire (see Appendix) which consisted of four parts: background information; global Issues; global values and awareness raising. Part one, along with collecting some general information about the participants, was designed to focus the respondents on their living and teaching context. It was assumed that relating the informants to a concrete setting – their real teaching context – would make their responses more meaningful and realistic. Parts two, three and four, respectively, were intended to answer the three research questions. Also, in the introduction and throughout the questionnaire participants were given some brief theoretical input clarifying the issues being addressed.

Results and discussion

I analysed the collected data using procedures of description and categorisation. The results of this study cannot be generalised, for a number of reasons including the fact that the participants' answers were rooted to a large extent in their cultural and teaching contexts. However, some common patterns were drawn from the answers received, and these patterns might serve as a framework for more specific and wide-ranging research in the future.

According to what criteria should the global issues be selected in foreign language teaching? (research question 1.1)

The seven categories that emerged from the participants' responses were as follows (with the number of respondents who mentioned each of them in brackets): students' characteristics - interests, relevance to their life, age, language competence, needs, background (21), relevance to the context (6), world topicality (4), availability of teaching materials (4), teacher's knowledge (3), practicality (3), cross-curricular correspondence (1).

The results obtained suggest that the main criterion for global issues selection, according to these teachers, appears to be *students' characteristics* and, within them, *students' interests* (these were mentioned in a third of all comments relating to the first category). These results seem to reflect current methodological trends towards learner autonomy and learner centredness.

The criteria of *relevance to the context* and *world topicality*, on the one hand, stand in a certain opposition to one another, the former referring to *local* and the latter referring to *universal* needs. On the other hand, both of these criteria reflect the essential characteristic of and starting point for the global education trend as a whole – that is, the fact that it is derived from and is deeply bound up with social context and social need, whether in a more narrow sense of 'social' as a *concrete local setting* or in a wider sense of 'social' on a *world-scale*.

On the one hand, the category of *availability of teaching materials* might be seen not so much as one of the criteria *for* selecting global issues to be discussed in a foreign language classroom, but rather as a *post-selection* methodological problem of *how to teach* global issues. On the other hand, for some contexts (where, for example, there are problems with access to additional printed teaching materials and/or the Internet, etc.), availability of teaching materials might be one of the decisive criteria for global issues

selection. In each case, this category shows teachers' concerns about a relatively applied methodological aspect of global issues teaching.

The criterion of *teacher's knowledge* suggests that a 'global' foreign language teacher needs to possess some specialist expertise, which does not correspond with the argument of some promoters of global education that 'teachers can [...] explore issues with students as co-learners' (Cates 2000: 242). On the contrary, the emergence of the category of *teacher's knowledge* seems to point to a need for specialized teacher training.

The criterion of *practicality*, meanwhile, seems to refer to the *actual outcome* of raising students' awareness of a particular global issue, as is reflected in one participant's comment on the need for a 'potential for beneficial contribution to problem solution'. If reference is made to the four goals of global education outlined by Cates (2000) - knowledge, skills, attitudes and action - this criterion appears to correspond to the last of these goals (action aiming at promoting students' active involvement in the life of society).

The final criterion, *cross-curricular correspondence*, although mentioned in only one response, was still be singled out in a separate category due to my assumption that considering global issues from a cross-curricular perspective might have a lot of potential for the foreign language classroom.

Who should decide what global issues to consider in foreign language teaching? (research question 2)

My results show that *students* and *teachers* (either individually or in a group) seem to be favoured for their leading role in deciding what global issues to consider. In line with the discussion above, students are seen as active agents in the teaching-and-learning process and rightful contributors to decision making: 'by being involved in decision making, student motivation increases, bringing better quality and efficiency in learning', as one of the participants wrote.

However, another participant's comment, as presented below, opens up a different perspective:

Individual students and even some teachers will not have enough overview to decide; there should be a consensus reached by different institutions and instances as well as room for individual teachers' (and students') choices.

Decision-making at higher levels can go beyond referring in a limited way to a particular context and can outline general guidelines applicable to different settings. Furthermore, the *school administration* or *Ministry*, for example, could encourage a cross-curricular approach to global education. At the same time, the higher the level of decision-making, the more it runs the risk of losing touch with the needs and problems of real classrooms. Besides, decisions taken at higher levels will require time to affect the actual teaching process.

In several of the respondents' comments, possibly related to the above kinds of concern, the idea of involving all (or at least several) levels of decision-making is favoured. Two possible ways of combining different levels of authority were proposed by participants themselves. One of these represents a top-down approach:

Basic and essential ones should be decided by the ministry. Teachers as a group can have meetings later to adjust the issues according to particular student groups. The individual teacher and his/her students can decide in/ out of class together what to mention.

A further respondent suggested that process represents a bottom-up approach:

The Ministry of Education should collect data of the students', teachers' and school administration's opinions, analyse it and make final decision what to include in the teaching of foreign language.

Although opposite in nature, these two approaches might work well in combination.

Three other categories mentioned by the respondents – *parents*, *local education board*, and *school supervisors*– represent additional possibilities and might need to be included in any list of potential contributors to the decision-making process in future research.

When these results are compared with those received for the question about what happens in reality, two major points seem to be of particular interest in the present discussion. Firstly, among the factors that influenced the choice of particular global issues to be discussed in class, *textbook* seems to dominate. This might reflect the actual situation of the respondents' teaching contexts as being to a large extent textbook-dependent.

Secondly, it was discovered that in actual teaching settings, students are provided with the 'authority' to make decisions to a far lesser extent than the participants in the

study think they should be. In reality, most of the initiative seems to belong to teachers themselves. This contradiction reflects the ‘eternal’ gap between theory and practice, particularly in education, where teaching reality often appears to be rather conservative and lagging behind the advance of theory.

According to what criteria should the choice of which global values to promote within a global approach to foreign language teaching be made? (research question 2.1)

The categories that emerged from the participants’ comments are presented below in order of frequency: students’ characteristics – interests and needs, age, language competence, relevance to their life/ familiarity (12), context (7), teacher’s opinion (3), usefulness (2), teaching materials (1), humanistic approach (1), moral (1), universality (1), all or nothing (1).

As with responses to the question about global issues, the criterion of ‘*Students’ characteristics*’ appears to be of primary importance. Another frequently mentioned criterion, *context*, was referred to in participants’ comments both as local (‘the society and culture they are with’, ‘local needs and interests’, ‘the context you live in and the priorities or major concerns in your society’, ‘the developmental objectives of the whole country’), and as relating to a target culture (‘values espoused by the society or culture whose language the students are taught’).

Who should decide what global values to promote in foreign language education? (research question 2.2)

A number of respondents expressed the opinion that all levels should be involved in decision-making. However, for global values, the category *students* was not included in the list of potential decision-makers in the questionnaire as it was assumed that learners are not people who decide what values should be promoted in themselves. This assumption seems to have been implicitly supported by the respondents in that *students* were not added at the bottom of the list as constituting other possible decision-makers. However, this category was still mentioned several times when the participants were giving the reasons for their choices.

For global values, *teachers as a group* was the most favoured category. The difference in popularity between this category and *individual teacher* was larger than in the case of global issues, which could be explained by the assumption that with global

values, a wider viewpoint or collection of viewpoints is considered to be needed for making decisions.

One of the participant's statements that 'Ministry may be better qualified to provide reliable data through questionnaires, surveys' in order to elicit teachers' opinions and attitudes brings us to the discussion of our last research question.

Can the consideration of the above questions by teacher trainees raise their awareness of (the importance of) global education within foreign language teaching? (research question 3)

According to my findings, approximately ninety-five per cent of the participants answered affirmatively when asked whether the questionnaire had contributed to raising their awareness of the possible place of global education within foreign language teaching. To the question of whether this questionnaire made them feel that it is important to incorporate global education within foreign language teaching, eighty-two per cent of the respondents gave an affirmative answer.

Although they are all qualified English language teachers, the participants of this study can be seen at the same time as teacher trainees (if the MA in ELT programme is considered a form of in-service teacher training). This suggests that a questionnaire similar to the one used in my study (possibly including more theoretical input) could be used both with in-service English teachers and teacher trainees for raising awareness with regard to the incorporation of a global perspective into foreign language education, not only for eliciting their opinions on and attitudes towards aspects of such incorporation. This might be of particular importance in countries undergoing changes in their general developmental policies (like, for example, Belarus or other countries of the former Soviet block).

Conclusion

The incorporation of a global perspective into foreign language education is an important field to investigate, especially as global education is a relatively recent trend and its implications have not been well-researched so far. Due to a number of limitations (convenience sample, rather low response rates, selective and exploratory data analysis, etc.) this study, rather than giving any definitive answers, provides suggestive interpretations of the data received and opens up possibilities for further research.

My results show that students' characteristics (namely, interests and needs, age, language competence, etc.) emerge as the most favoured criterion for selecting which global issues to address and which global values to promote in foreign language teaching. These results are presumably supported by current trends in methodology towards learner centredness and learner autonomy. Contextual characteristics appear to be another basic criterion for the selection of global issues and values.

According to the participants in my study, the people most directly involved in the teaching process – students and teachers (individually or as a group) - should be given priority in making decisions about global issues and values in foreign language education. Higher levels of 'authority' - school administration and ministry – are also seen as potentially influential contributors to decision-making. Furthermore, the results of my study support the idea that awareness of global education among teachers and teacher trainees, and of its importance within foreign language teaching, can be raised with the help of specially designed questionnaires.

There is certainly scope for a much wider, more thorough investigation into the topic, with various possible implications for teacher education and development. In terms of my own teacher-training context in Belarus, the results of this study may suggest certain ways of developing 'global issues-friendly' syllabi, where the initiative and opinions of both students (future foreign language teachers) and teachers are taken into account.

Moreover, incorporating questionnaires similar to the one used in this study into the different stages of the teaching process at my university could help indirectly to raise awareness of global issues and values among both student teacher trainees and their teachers. This might be especially useful in the case of experienced teachers who often seem to be reluctant to accept innovative ideas, and are sceptical about 'constructive criticism' of their teaching.

It is hoped that my findings and considerations will also be found insightful and valuable for foreign language teacher training in other contexts, particularly perhaps in educational systems undergoing changes similar to those taking place in Belarus – for example, in other countries of Eastern Europe – so that teacher trainees 'equipped' with global awareness will be able to disseminate their ideas and raise their own students' awareness in the future - once they start their own teaching careers.

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Appendix

Questionnaire

Dear Colleagues,

I am Nadine Yakovchuk, an MA student at CELTE. For my dissertation, I am doing research into global perspectives in foreign language teaching and would appreciate your help in answering some questions.

Global education aims to promote students' 'awareness of world peoples, countries, cultures and issues' (Cates, 2000: 241) **in order to better prepare them to be citizens of the global world.** In a foreign language classroom, this approach manifests itself mainly in building lessons around global issues. A **global issue** is a 'contemporary phenomenon affecting the lives of people and/ or the health of the planet in a harmful or potentially harmful way' (Pike and Selby, 1988: 22).

The purpose of this questionnaire is to find out what English teachers from different cultural backgrounds think about some aspects of the recent trend to introduce global issues into the foreign language classroom. The findings from the data received will help me to work out some criteria for choosing a suitable global issues content and appropriate global values focus in foreign language education. For those interested, the results of the present survey will be available in September.

The questionnaire consists of four parts: 1) Background Information, 2) Global Issues, 3) Global Values and 4) Awareness Raising. There are no right or wrong answers to these questions. Your OWN perceptions and opinions would be of highest value. Could you please make sure that your answers to the open questions are as complete and detailed as possible as they are of special importance to the research? Your additional comments are optional, but they would be extremely helpful and very much appreciated. Please give any such comments in the spaces provided or at the end of the questionnaire. Your responses will be kept confidential and the findings presented in the dissertation will not in any way identify the respondents.

Any queries regarding the questionnaire or the topic of my research are welcome and can be directly addressed to me via e-mail (nadine_y8877@yahoo.com). I would be very grateful if you could complete this questionnaire by July 25 at the latest. Thank you very much for your co-operation.

Sincerely yours,
Nadine Yakovchuk

References:

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REMINDER:

A global issue is a 'contemporary phenomenon affecting the lives of people and/ or the health of the planet in a harmful or potentially harmful way'.

Please answer the following questions either by typing in your own answer in the space provided or by deleting any answers that do not apply to you (you can leave more than one answer). For some questions, the instructions on how to answer will be given additionally.

PART 1: BACKGROUND INFORMATION

What country are you from?

How many years have you been teaching English for?

Have you had any experience in teaching global issues (*choose one*)?

Yes

A little

No

*If your answer to Question 3 is a) or b), you DO NOT need to answer Question 4.
If your answer to Question 3 is c), you DO NOT need to answer Questions 5 and 6.*

Please briefly describe your most recent teaching context (age/ level of students, type of school, etc.). If you have *no* teaching experience, please describe your *intended* teaching context.

Please briefly describe the teaching context you were teaching global issues in (age/ level of students, type of school, etc.).

How and by whom was the choice of what global issues to discuss made in your teaching context?

Please use this space to give any extra comments if you wish

REMINDER:

A global issue is a 'contemporary phenomenon affecting the lives of people and/ or the health of the planet in a harmful or potentially harmful way'.

PART 2: GLOBAL ISSUES

In **Question 7**, please indicate your response by **putting a cross (X)** in the appropriate box and provide reasons for your answer. If you think there are some **other** types of global issue to be included in or excluded from the curriculum, please use the **empty boxes at the bottom** to add them.

In your opinion, should the following global issues be discussed in foreign language classroom in the context you described above in **Question 4** or **5**?

	<i>Yes</i>	<i>Probably</i>	<i>Not sure</i>	<i>Not really</i>	<i>No</i>	<u>REASONS FOR YOUR ANSWER</u>
<i>Environmental Issues (e.g., pollution, deforestation, endangered animals, global warming, recycling, natural disasters, etc.)</i>						
<i>Peace Education Issues (e.g., wars, nuclear arms race, refugees, etc.)</i>						
<i>Human Rights Issues (e.g., racism, gender issues, children's rights, etc.)</i>						
<i>Intercultural Communication Issues (e.g., cultural issues, global citizenship vs. national identity, multiculturalism, etc.)</i>						
<i>Socio-Economic Issues (e.g., poverty, wealth, consumer society, advertising, etc.)</i>						
<i>Health Concerns (e.g., drugs, AIDS, etc.)</i>						
<i>Linguistic Imperialism (in case of the English language)</i>						

In your opinion, what might be appropriate criteria for deciding what global issues to focus on in foreign language education?

In your opinion, who should make decisions whether to include/ what particular global issues to include in the foreign language curriculum?

- Students
- The individual teacher
- Teachers as a group
- School administration
- Ministry
- Higher governmental level
- International organisations (e.g., EU, UN, etc.)
- Other (*please specify*)

Please give reasons for your answer/s to Question 9.

Please use this space to give any extra comments if you wish

PART 3: GLOBAL VALUES

It can be assumed that the **fundamental goal of education** is to develop in people certain **values**. The role of global education might be to facilitate the formation of **global values – goals or standards vital for living in the interdependent world**. However, the question of which particular values to ‘equip’ students with remains problematic.

In **Question 11**, please indicate your response by **putting a cross (X)** in the appropriate box. If you think there are some **other** global values to be developed in students, please use the **empty boxes at the bottom** to add them.

In your opinion, how important is it to develop the following global values in students in foreign language teaching?

- 1 – very important
- 2 – important
- 3 – quite important
- 4 – not sure/ neutral
- 5 – quite unimportant
- 6 – unimportant
- 7 – very unimportant

	1	2	3	4	5	6	7
Justice							
Freedom							
Peace							
Dignity							
Equality							
Rights							
Democracy							
Social responsibility							
Tolerance							
Independence							
Environmentalism							
Multiculturalism							
Anti-consumerism							

12. Please give reasons for any of the choices you made in Question 11.

13. In your opinion, what might be appropriate criteria for deciding what global values to promote in foreign language education?

14. In your view, who should make decisions whether to develop/ what particular global values to develop in students in foreign language education?

- Individual teacher
- Group of teachers
- School administration
- Ministry
- Higher governmental level
- International level (e.g., EU, UN, etc.)
- Other (*please specify*)

15. Please give reasons for your answer/s to Question 14.

Please use this space to give any extra comments if you wish

PART 4: AWARENESS RAISING

In Questions 16 and 17, please indicate your response by **putting a cross (X)** in the appropriate box.

16. Do you think that this questionnaire has contributed to raising your awareness of the possible place of global education within foreign language teaching?

<i>Yes</i>	<i>Probably</i>	<i>Not sure</i>	<i>Not really</i>	<i>No</i>

17. Has this questionnaire made you feel that it is **important** to incorporate global education within foreign language teaching?

<i>Yes</i>	<i>Probably</i>	<i>Not sure</i>	<i>Not really</i>	<i>No</i>

Please use this space to give any extra comments if you wish

Thank you very much for your help!